

The Americas



STUDENT WORKBOOK



This mural from Bonampak, Mexico, shows ancient Maya life in the 8th century. Reconstruction by Heather Hurst and Leonard Ashby via Yale University; used under the doctrine of fair use.



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Unit 4, Cluster 1 Inquiry Chart

Unit EQ	How do the spaces and places people build represent their values?
Cluster SQ	What challenges and opportunities does geography pose in different regions of the Americas?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 2: We mapped how people in different regions of Latin America adapted to their environment and used natural resources.	
Lesson 3: We explained how geography and resources shape life in Latin America by working together on annotated maps.	
Lesson 4: We investigated Latin American megacities to understand urban challenges and how communities are working toward sustainability.	

Name: _____ Date: _____

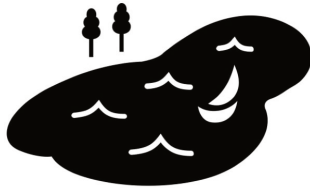
*Unit 4 Know and Wonder Chart***Unit 4 Essential Question: How do the spaces and places people build represent their values?**

What do you already know?	What do you wonder?

Name: _____ Date: _____

“Latinoamérica” Video Analysis

First Watch Directions: Here are some examples of the geographical features you can watch for in the video. Circle or check off the features you noticed.

Mountain Range**Lake****Forest****City**

1. What other geographical features did you see in the video?

2. Based on what you saw in the video, write a sentence that describes the physical geography of Latin America.

3. Write one question you have about the places you saw in the video.

Image sources:

- Mountain range image by Icon Pie via Noun Project, CC BY 3.0
- Lake image by Hayashi Fumihiro via Noun Project, CC BY 3.0.
- Forest image by Proicon via Noun Project, CC BY 3.0.
- City image by Rasama studio via Noun Project, CC BY 3.0.

Second Watch Directions: Choose one question below to answer about the people in the video.

- **Choice 1:** What do you notice the people in the video are doing? Choose one or two people or scenes to describe.
- **Choice 2:** What do you notice about how the people in the video are interacting with their environment? Choose one or two people or scenes to describe.

Third Watch Directions: After watching the video one final time, reference the lyrics in order to answer the questions below.

1. Choose one line from the lyrics that talks about either places or people in Latin America, and write it below:

2. Based on this video, what do you think is Calle 13's overall message about Latin America? What images or lyrics help you know that?

“Latinoamérica” Lyrics

(excerpted, with English translation)

Tengo los lagos, tengo los ríos
Tengo mis dientes pa' cuando me sonrío
La nieve que maquilla mis montañas

Tengo el sol que me seca y la lluvia que me baña
Un desierto embriagado con...un trago de pulque,
para cantar con los coyotes todo lo que necesito

Tengo a mis pulmones respirando azul clarito
La altura que sofoca
El otoño con sus hojas desmalladas
Los versos escritos bajo la noche estrellada
Una viña repleta de uvas
Un cañaveral bajo el sol en Cuba
Soy el mar Caribe que vigila las casitas
Haciendo rituales de agua bendita
El viento que peina mi cabello
Soy, todos los santos que cuelgan de mi cuello
El jugo de mi lucha no es artificial
Porque el abono de mi tierra es natural

Tú no puedes comprar al viento
Tú no puedes comprar al sol
Tú no puedes comprar la lluvia
Tú no puedes comprar el calor
Tú no puedes comprar las nubes
Tú no puedes comprar los colores
Tú no puedes comprar mi alegría
Tú no puedes comprar mis dolores

I've got the lakes, I've got the rivers.
I've got these teeth for when I smile.
The snow decorating my mountains.

I've got the sun that dries me off and the rain that cleanses me.
A desert drunk off pulque,* singing with the coyotes, it's all that I need.

I've got my lungs breathing sky blue,
An altitude that suffocates
The autumn with its fainting leaves,
Verses written under the starry night.
A vineyard filled with grapes.
A sugar cane field under the Cuban sun.
I am the Caribbean Sea watching over small houses,
doing rituals with holy water,
The wind that combs my hair.
I am all of the saints on the necklace I wear.
The harvest of my struggle is not artificial,
because it is born organically on my people's soil.

You can't buy the wind. You can't buy the sun.
You can't buy the rain. You can't buy the heat.
You can't buy the clouds. You can't buy the colors.
You can't buy my joy.
You can't buy my pain.

*a traditional indigenous Mexican drink

Text source: Adapted from the English translation at [Lyricstranslate.com](https://lyricstranslate.com/). "["Latinoamérica" English translation](#)."

Name: _____

Date: _____

Geography of South America

Directions: For each source, list at least three important geographical features of South America. Then use evidence from those sources to explain how those features create challenges and/or opportunities for the people of the region. Finally, identify the source as primary or secondary.

Be sure to use the Geography of South America Student Slide Deck on your digital device for Sources 2–4.

Note: Geographical features include land and water features, vegetation, climate zones, resources, population, and plants and animals.

Geography Text

South America has three huge regions that are very different from each other: one dominated by mountains, one by river basins, and one by coastal plains. Within these three regions the physical landscape can change quickly, from desert to grasslands to highlands.

The Andes Mountains run up the western part of South America. They are the world's longest mountain range and are home to many groups of people and animals. Sometimes called a “wall of mountains,” the Andes present a challenge for farmers. Here they have to farm vertically (uphill) instead of on flat land. The Andes are also challenging for movement and communication. People use pack animals (llamas, alpacas, and other camelids) to move from place to place. To the south, the Andes consist of glaciers and snow-capped peaks. The most southern tip of South America is called Cape Horn and is generally cold all year long.



Vicuña. Image by David Torres Costales via Wikimedia Commons, CC BY-SA 3.0.



Map of Amazon deforestation.
Image courtesy of NASA.

South America is also home to the Amazon rainforest, the Earth's largest rainforest. It is often called the “lungs of the world” due to the high density of trees and plant life that slow down global warming. The rainforest surrounds the Amazon River, which creates the largest river basin in the world. The two other major rivers in South America are the Orinoco, which flows through Venezuela and Colombia, and the Paraná River, which flows through Brazil, Bolivia, Paraguay, and Argentina.

South America's large areas of rich farmland are watered by rivers. They are used mostly for livestock and growing nuts, fruits, vegetables, and grains. Argentina and Brazil are examples of countries that export food around the world.

Text source: Written by Primary Source. Adapted from:

- National Geographic. ["North America: Physical Geography."](#) June 4, 2025.
- National Geographic. ["North America: Human Geography."](#) November 15, 2024.
- Lockhart, James and Roger Kittleson. ["Latin America: Ethnic diversity and its results."](#) June 23, 2025.
- Ramos, April, Marissa Del Toro, and Emma Turner-Trujillo. 2017. ["An Overview of Latino and Latin American Identity."](#) September 13.

Source 1: Geography text (from above)

Geographical features (at least three):

Challenges and/or opportunities:

Is it a primary or secondary source?

Source 2: Video (from the Geography of South America Student Slide Deck)

Geographical features (at least three):

Challenges and/or opportunities:

Is it a primary or secondary source?

Source 3: Physical map (from the Geography of South America Student Slide Deck)

Geographical features (at least three):

Challenges and/or opportunities:

Is it a primary or secondary source?

Source 4: Climate map (from the Geography of South America Student Slide Deck)

Geographical features (at least three):

Challenges and/or opportunities:

Is it a primary or secondary source?

Name: _____

Date: _____

Geography of Central America

Directions: For each source, list at least three important geographical features of Central America. Then use evidence from those sources to explain how those features create challenges and/or opportunities for the people of the region. Finally, identify the source as primary or secondary.

Be sure to use the Geography of Central America Student Slide Deck on your digital device for Sources 2–4.

Note: Geographical features include land and water features, vegetation, climate zones, resources, population, and plants and animals.

Geography Text



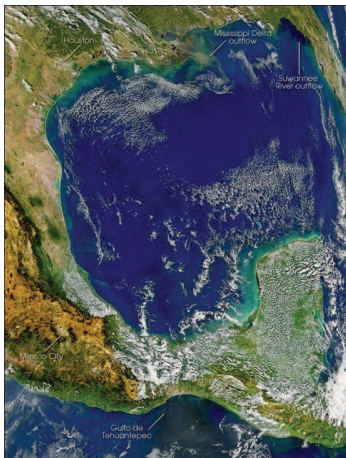
Scarlet macaw. Image by Travis Isaacs via Wikimedia Commons, CC BY 2.0.

The countries of Central America are Mexico (sometimes considered North America), Nicaragua, Honduras, Guatemala, El Salvador, Costa Rica, Panama, and Belize. Their climates consist of tropical lowlands and cooler highlands.

Central America is home to the Sierra Madre mountains. These run from the southwestern United States to Honduras. They are thought to be an extension of the Andes Mountain range. Central America's many volcanoes cause frequent eruptions and earthquakes. The strong sun, rich volcanic soil, and abundant water make this an important region for farming. Crops grown throughout Central America include oranges, coffee, sugarcane, avocados, and agave.



Agave fields in Mexico. Image by gufm via Wikimedia Commons, CC BY 2.0.



Gulf of Mexico. Image courtesy of NASA.

The Gulf of Mexico is the water on the eastern border of Mexico. The land on the south side is the Yucatan Peninsula. The sea temperatures and currents in the Gulf of Mexico are typically very warm. They form clouds over the gulf and create hurricanes. As the climate changes, the sea is getting warmer. This is leading to more intense hurricanes in Central America and the Caribbean. The Gulf of Mexico is rich in fish and shellfish.

The Panama Canal is a human-made waterway. It connects the Atlantic Ocean and the Pacific Ocean. It was completed in 1914. It runs through the middle of the Isthmus of Panama. (An isthmus is a thin strip of land connecting two larger land masses.) The canal allows large ships and barges to pass between the two oceans instead of going around the southern tip of South America. This makes travel and trade easier.



Map of Panama. Image by Platonides via Wikimedia Commons is in the public domain.

Text source: Written by Primary Source. Adapted from:

- National Geographic. "[North America: Physical Geography](#)." June 4, 2025.
- National Geographic. "[North America: Human Geography](#)." November 15, 2024.
- Bushnell, David and Ralph Lee Woodward. "[Central America](#)." June 30, 2025.
- Minster, Christopher. "[The Countries of Central America](#)." April 7, 2018.

Source 1: Geography text (from above)

Geographical features (at least three):

Challenges and/or opportunities:

Is it a primary or secondary source?

Source 2: Video (from the Geography of Central America Student Slide Deck)

Geographical features (at least three):

Challenges and/or opportunities:

Is it a primary or secondary source?

Source 3: Volcano map (from the Geography of Central America Student Slide Deck)

Geographical features (at least three):

Challenges and/or opportunities:

Is it a primary or secondary source?

Source 4: National Geographic map (from the Geography of Central America Student Slide Deck)

Geographical features (at least three):

Challenges and/or opportunities:

Is it a primary or secondary source?

Name: _____ Date: _____

Geography of the Caribbean

Directions: For each source, list at least three important geographical features of the Caribbean. Then use evidence from those sources to explain how those features create challenges and/or opportunities for the people of the region. Finally, identify the source as primary or secondary.

Be sure to use the Geography of the Caribbean Student Slide Deck on your digital device for Sources 2–4.

Note: Geographical features include land and water features, vegetation, climate zones, resources, population, and plants and animals.

Geography Text

The Caribbean archipelago, with over 7,000 islands in its chain, is in the Caribbean Sea. Many islands are independent nations. Some are territories of other countries. For example, Puerto Rico and the US Virgin Islands (St. Thomas, St. John, and St. Croix) are territories of the United States. About 100 of the islands are inhabited. The uninhabited islands are usually small in size or made of coral reefs.

The people of the Caribbean are a mixture of Indigenous, African, and European. The Indigenous people settled in the Caribbean over 7,000 years ago.



Green sea turtle. Image by James St. John via Flickr, CC BY 2.0.



Caribbean Island Groups. Image by Brianski via Wikimedia Commons is in the public domain.

The Caribbean islands are often split into three distinct regions: The Bahamas (with more than 3,000 islands), the Greater Antilles, and the Lesser Antilles. The Bahamas (red on the map) are the furthest north. The Greater Antilles (in yellow) include the Caribbean territories of the United States. The Lesser Antilles (in green) make up the southern curve of the archipelago.

Most of the Greater and Lesser Antilles are very mountainous, with tropical rainforests covering most of the land. Most of the islands experience a wet season and a dry season. Annual rainfalls average 50 inches. The highest mountains get up to 200 inches! Many of the forests that once covered the Caribbean have been cut down to build plantations for sugarcane, bananas, cacao, spices, and citrus. The Caribbean also experiences tropical cyclones (hurricanes) from August to

October. These hurricanes have become more frequent and damaging in recent years due to warming sea temperatures and climate change.

Text source: Written by Primary Source. Adapted from:

- National Geographic. ["North America: Physical Geography."](#) June 4, 2025.
- National Geographic. ["North America: Human Geography."](#) November 15, 2024.
- Britannica. ["Caribbean Sea summary."](#)
- Misachi, John. 2021. WorldAtlas. ["Geography of the Caribbean."](#) April 9.
- WorldAtlas. ["Caribbean Geography."](#)

Source 1: Geography text (from above)

Geographical features (at least three):

Challenges and/or opportunities:

Is it a primary or secondary source?

Source 2: Text source 2 (from the Geography of the Caribbean Student Slide Deck)

Geographical features (at least three):

Challenges and/or opportunities:

Is it a primary or secondary source?

Source 3: Video (from the Geography of the Caribbean Student Slide Deck)

Geographical features (at least three):

Challenges and/or opportunities:

Is it a primary or secondary source?

Source 4: Maps (from the Geography of the Caribbean Student Slide Deck)

Geographical features (at least three):

Challenges and/or opportunities:

Is it a primary or secondary source?

Name: _____

Date: _____



Lesson 3 Exit Ticket

Directions: Choose one geographical feature or natural resource from a region you did not originally study.

In two to three complete sentences, explain: Does this feature or resource create a challenge or an opportunity for people living in that region? Why?

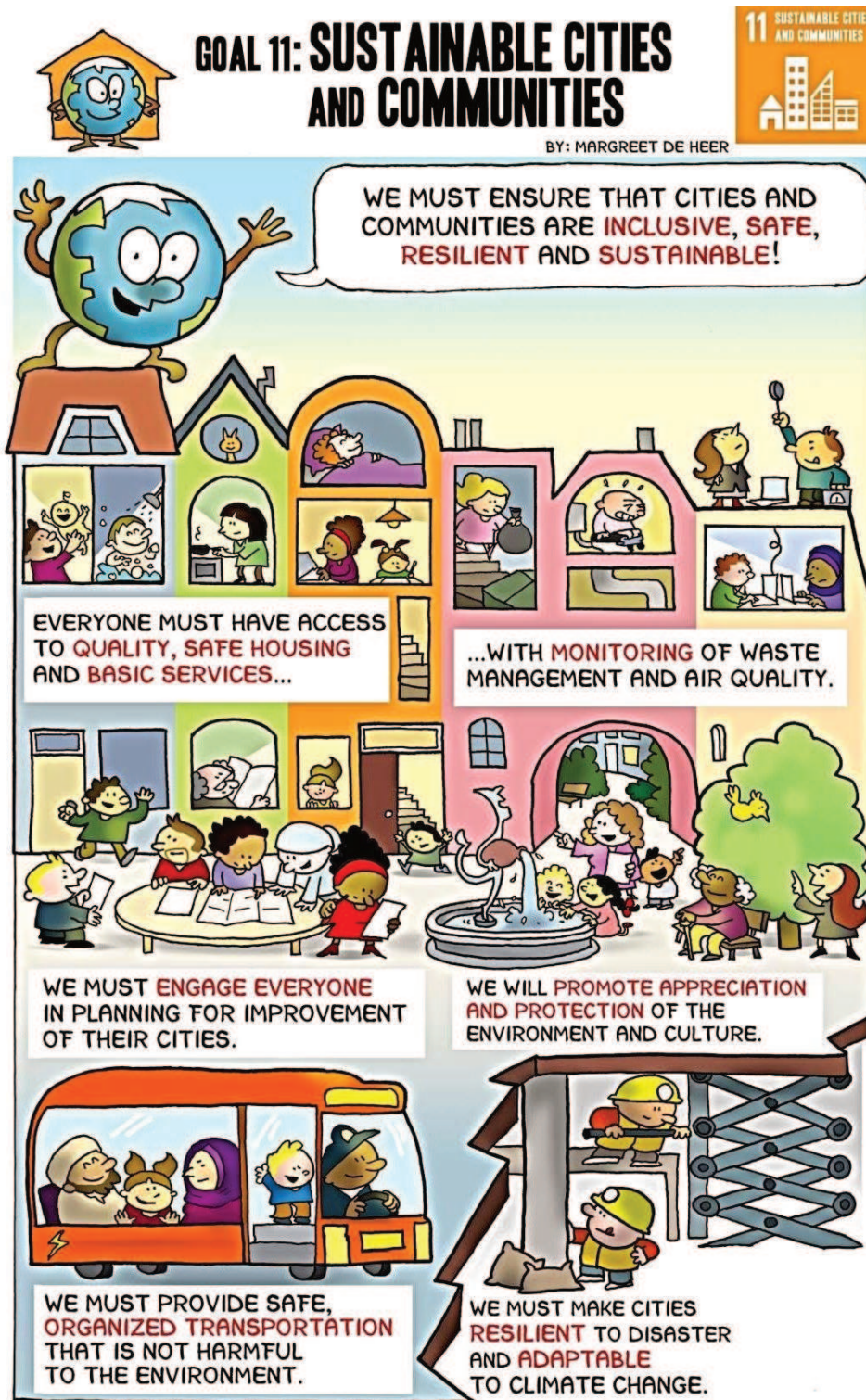
Name: _____ Date: _____

Sustainable Development Goal 11

Directions: Look closely at the image below. The United Nations created this visual to show what a sustainable city might look like. As you examine the features in the image, consider the following questions:

- What values (like fairness, safety, or care for the environment) are shown in this city?
- What opportunities does this city offer to the people who live there?
- What challenges might cities face when trying to include these features?

Think about this guiding question: Why would the United Nations want cities to have these features?



Goal 11: Sustainable Cities and Communities. Image by Margreet de Heer via United Nations is used with permission.

Name: _____ Date: _____

Latin America's Largest Cities

Large cities are on the rise. Throughout history, people have moved to urban areas (cities) for better opportunities. Nations benefit from cities with large populations. Large cities have more jobs, more cultural opportunities, and more activity. But where there are more people, there is also a struggle to make sure every inhabitant has the resources they need. In Latin America, many large cities are growing fast. Some are so large that they are megacities. A megacity is a very large city, typically with a population of more than 10 million people. These cities need ways to grow sustainably (using resources wisely so they are available in the future), responsibly, and inclusively (considering all people, of all types, when making decisions or actions).

Directions: Read on to learn more about Latin America's megacities. As you read, highlight the following:

- One or more challenges or problems each city is having in making it livable for everyone
- One or more opportunities that each city has taken advantage of
- One or more values that are shown through the city's actions

Mexico City, Mexico



Mexico City at Night. Image by Nunavut via flickr, CC BY-NC 2.0.

The Numbers: Mexico City is the second most populated city in the Americas and the largest in North America. Twenty-three million people live in 300 different neighborhoods.

The History: Mexico City was built on land once home to many small indigenous groups that eventually made the Aztec Empire (starting in the 13th century). They built their city on a lagoon, dumping sand and soil to create a large artificial island. Even now, parts of Mexico City are sinking 15 to 20 inches annually!

On the Rise: Mexico City grew fast, especially after it gained its independence from Spain in 1821. People from all over Mexico and Mesoamerica came to Mexico City looking for jobs and opportunities. Mexico City supports Mexico's economy with its many businesses and industries. It has a 142-mile-long metro system that transports 1.7 million people daily. Mexico City is also known for its arts and culture, with many museums and orchestras.

Challenges and Innovation: Education is important and supported in Mexico. Public universities are free for all citizens. This helps to make a strong economy in Mexico City. However, due to the quick rise in population, Mexico City struggles to provide services for all residents. There are water shortages, heavy traffic, and high pollution rates. To reduce pollution, Mexico City created the Hoy No Circula program that restricts driving on certain days based on license plate numbers. There is also a great need for low-cost housing close to transportation as people continue to migrate to the city.

Río de Janeiro, Brazil



Copacabana, Rio de Janeiro. Image by Gabriel Heusi via Wikimedia Commons, CC BY 3.0.

The Numbers: Río de Janeiro was once the capital of Brazil. It is now its second-largest city, with a population of 13.5 million people.

The History: Río de Janeiro was originally home to the Guarani, Kaiowá, and Puri people. In 1502, Portuguese rulers settled on the land and named it “River of January” (Río de Janeiro, in Portuguese). They grew sugarcane on the land around the city. The Portuguese also discovered gold and diamonds, making the city very wealthy. The people who worked in the mines and the sugarcane fields were enslaved people from Africa.

On the Rise: In 1889, Brazil became independent from the Portuguese. Río de Janeiro became a successful cultural and banking center. By 1960, it had some of the world’s most impressive skyscrapers, railroads, bridges, and highways.

Challenges and Innovation: The city grew and grew. But it didn’t have many safety rules, making life difficult for its less-wealthy residents. Río is home to over 1,000 favelas (slums), places with unhealthy living conditions. The homes are often made of scraps, and there is not enough access to running water, sewage systems, and electricity. Favela residents are resilient and innovative. Many are working with the government and educational organizations to make the schools more inclusive and successful for their children. Currently, fewer people are moving to Río de Janeiro. This makes it easier for the city to improve some of the broken streets, parks, and conditions in overpopulated areas.

Lima, Peru



Miraflores Skyline, Lima, Peru. Image by Mira4espina78y via Wikimedia Commons, CC BY-SA 3.0.

The Numbers: Lima is the third most populated city in the Spanish-speaking world, with 10 million inhabitants.

The History: Lima was originally home to the Wari people. Later it was part of the Inca Empire. When Spanish conquerors came, they found silver mines in the region. The Spanish made Lima the capital of Spanish South America. When Peru gained its independence from Spain in 1821, Lima became its capital.

On the Rise: In the 1900s, Lima's neighborhoods grew quickly. There were neighborhoods with artists, writers, and designers. Lima also experienced a rise in the economy, with many new businesses. Health care spread, and people's health improved. Health care is free for all in the nation of Peru. But city leaders are working to be sure all people can get the medical services they need.

Challenges and Innovation: In the 1990s, Lima was under the control of a violent dictator. Lima's citizens lived in fear until his arrest in 2001. Since then, Lima has blossomed. Lima has one of the best systems in the world for deciding how to spend public money. The voters get to choose the most important projects for their neighborhoods. They vote using widely available computers. One of Lima's major challenges is air pollution from vehicles—it currently has the worst air quality in Latin America. Another is the disposal of solid waste, with garbage piling up on roads and in riverbeds.

Bogotá, Colombia



Bogotá, Colombia. Image by Alejoturola via pixabay is used with permission.

The Numbers: Bogotá is home to nine million people and is located in central Colombia.

The History: Bogotá is the original home of the Muisca people. They chose this land for its fertile soil and high ground. It was conquered by the Spanish in 1538, who named it Santa Fe de Bogotá. Colombia gained its independence in 1810 and changed its name to Bogotá.

On the Rise: In the 1800s, railroads came to Bogotá. This helped connect the city to Colombia's ports on the ocean. These changes led to an expansion in population that didn't stop for another 100 years! The city is still expanding and becoming more and more popular to live in and visit.

Challenges and Innovation: Bogotá has had political problems. A popular political leader was murdered in 1948. A lot of fighting and destruction followed. It took many years to find stability and justice. Crime and bad air pollution made it an unhealthy place to live. Eventually the people elected leaders who promoted well-being and safety. They decided the city had to be less car-dependent and more organized for human needs. Now Bogotá is a model around the world for greener cities. Bogotá has challenges to solve, however, including a large number of people fleeing the countryside due to conflicts and violence.

Text sources: Written by Primary Source. Adapted from:

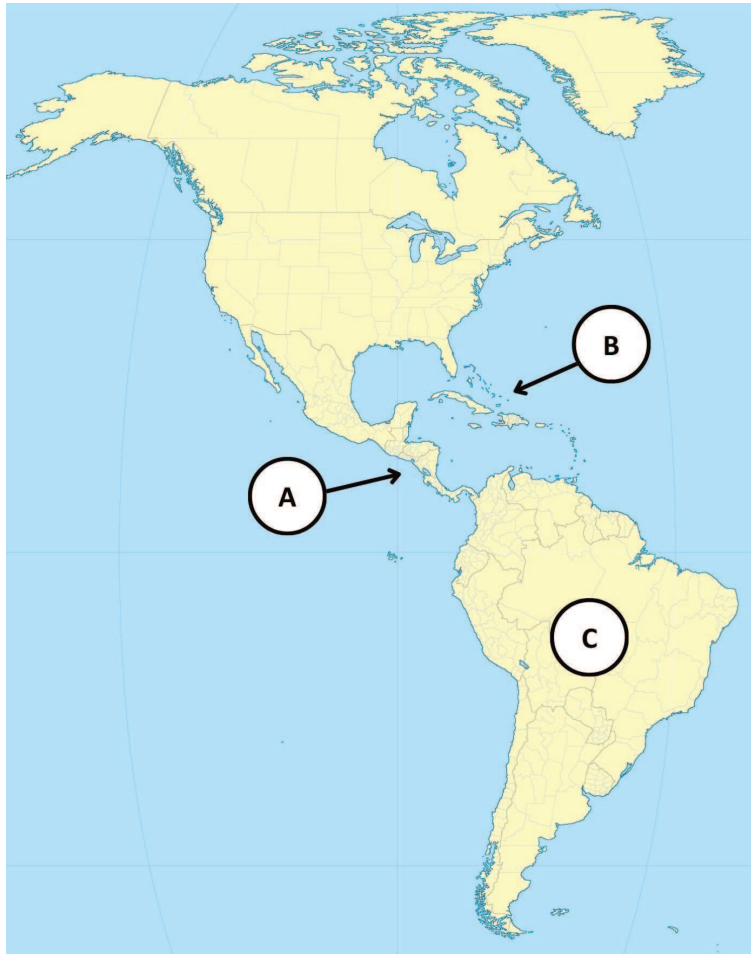
- Dominguez, Luis F. 2012. "[The Impressive Rise of Latin America's 6 Largest Cities](#)." Homeschool Spanish Academy. November 14.
- Iberdrola. "[What is a 'megacity'?](#)"
- [Native Land Digital](#)

Name: _____ Date: _____

Cluster 1 Formative Assessment Task

Part 1: Identifying Locations on a Map

Directions: Label the following regions of Latin America on the map below: South America, Central America, and the Caribbean.



Blank map of North and South America. Image by Milenioscuro via Wikimedia Commons, CC BY-SA 3.0.

A: _____

B: _____

C: _____

Respond to the following analysis question:

1. How do the land, climate, and natural resources in different parts of Latin America help explain where most people live and how they earn a living? Give one general example using the map below.



South America, physical-political world map. Image by Defense Mapping Agency via Wikimedia Commons is in the public domain.

Part 2: Making a Claim Using Evidence

Directions: Look back at the materials from the cluster.

1. Of all the materials you referenced, which primary or secondary source was most useful in helping you understand geography's challenges and opportunities in the Americas?

2. Is this resource a primary or secondary source? How do you know?

Directions: Answer the Cluster 1 Supporting Question: *What challenges and opportunities does geography pose in different regions of the Americas?* Create a clear claim about this question, and use evidence from any primary or secondary source you studied in this cluster to support your claim.

Your claim statement:

What specific information or evidence from a cluster resource (quote, description, etc.) supports your claim?

What specific challenges and opportunities are addressed in this source and connect to your claim?

Name: _____ Date: _____

Optional Discussion Prep

Directions: Read the main question for our discussion below, and complete the set of notes. Refer to your Latin America's Largest Cities handout from the previous lesson to help you.

Focus question: In your opinion, which of the four megacities (Mexico City, Río de Janeiro, Lima, or Bogotá) has made the strongest progress in becoming an inclusive, safe, and sustainable place for all people?

Your answer:

This city has made strong progress by:

Imagine you are a city leader (like a mayor, for example), and you are preparing to explain why your city is making progress and how it could continue to improve.

- Use the notes below to organize your ideas in preparation for the debate.
- Be sure to include at least one connection to your city's geography or natural resources (such as mountains, rivers, forests, or air quality).

Challenge:

What is a major problem that makes it hard for the city to be livable for everyone? Include a connection to geography or natural resources if it fits.

Adaptation:

How has the city responded to this challenge? How does this help make it safer, more inclusive, or better for the environment?

New ideas and improvements:

If you were a city leader, what change would you try next? How could it help people and protect nature?

Name: _____ Date: _____

Unit 4, Cluster 2 Inquiry Chart

Unit EQ	How do the spaces and places people build represent their values?
Cluster SQ	How did early complex societies in the Americas solve problems using natural resources?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 6: We discussed how the Caral-Supe used natural resources to solve problems and compared their innovations to other ancient civilizations.	
Lesson 7: We determined the credibility and intentionality behind different sources on the Olmec.	
Lesson 8: We explained how the Olmec used rubber to improve their daily lives and reflected on the impact of innovations throughout ancient history.	

Name: _____ Date: _____

Comparing Diets of Three Ancient Societies

Directions: Featured below are typical “dinner menus” from three societies of the ancient world on three different continents (Asia, Africa, and South America).

- With a partner, discuss what you notice about the three lists, focusing on similarities and differences.
- Then work together to answer the questions below the menus.

Ancient Mesopotamia (Asia)	Ancient Ethiopia (Africa)	Ancient Andes (South America)
• Barley (in breads and stews) • Wheat • Chickpeas • Lentils • Honey • Onions • Sometimes meat and milk from sheep	• Barley (in breads and stews) • Wheat • Chickpeas • Lentils • Honey • Ensete (Ethiopian banana) • Sometimes meat and milk from cows	• Quinoa (in breads and stews) • Potatoes • Maize (corn) • Chili peppers • Llama jerky

1. What could explain the similarities among the menus?

2. What could explain the differences among the menus?

Text sources:

- Brothwell, Don and Patricia Brothwell. 1998. *Food in Antiquity: A Survey of the Diet of Early People*. Johns Hopkins Press.
- "[Ancient Mesopotamian foods](#)" (FoodTimeline library)
- Burger, Richard and Nikolaas Van Der Merwe. 1990. "[Maize and the Origin of Highland Chavín Civilization: An Isotopic Perspective](#)." *American Anthropologist*. March, pp. 85-95.
- Anwar, Yasmin. 2021. "[The superfoods that fueled ancient Andeans through 2,500 years of turmoil](#)." PhysOrg. November 30.
- "[Feasting with the Ancients: Ethiopian Food](#)" (Ethiopian Food)
- McCann, James C. 2009. *Stirring the Pot: A History of African Cuisine*. Ohio University Press.

Name: _____ Date: _____

Old Society, New Discoveries

Directions: Read the article and underline sentences that provide evidence of the Caral-Supe people solving problems and improving their lives.

- Underline with one color any sentences that show inhabitants of Caral-Supe organizing people to solve a problem.
- Underline with a second color any sentences that show people of Caral-Supe using a natural resource to improve or enhance daily life.
- If you find both in the same sentence, underline that sentence in both colors.

Dr. Ruth Shady Solís was puzzled.

It was the early 1990s. Ruth Shady was a young archaeologist who was working on a site in Peru, the country where she was born. The site, Caral-Supe, had many pyramids and other massive stone structures. The largest pyramid was 100 feet tall and as wide as four football fields. Building these was a huge accomplishment for an ancient society.



Caral-Supe archaeological site. Image by AlisonRuthHughes via Wikimedia Commons, CC BY-SA 4.0.

At other archaeological sites in Peru, pieces of broken pottery covered the ground. But as much as they searched, Shady and her crew of researchers could not find broken pottery anywhere. Did the people of this society fail to fire pottery at a time when all of their neighbors could do so?

Shady did not think this was possible. She had a different theory. But she had to prove it.

In 1999, she and her research team finally found an object they could send for carbon dating. It was an ancient bag woven from plants and found inside a pyramid, where it was used to haul building stones. When the report came back, it proved her theory that this site was even older than the invention of pottery on the continent. Science proved that Caral-Supe was 10 centuries older than anyone had ever thought. She had identified the oldest known civilization in the Americas.

Shady and her team had other big puzzles to solve about Caral-Supe.

The people of this society practiced farming using irrigation from a nearby river. But they did not grow any cereal grains. Without a cereal grain, how did they feed their large population? And why did they farm so much cotton instead? One answer came from the numerous ancient fish bones found at Caral-Supe. Shady discovered that the inland people of Caral-Supe made large cotton fishing nets for the people of the coast. In return, the people of the coast supplied the city with fish. Shady had shown that these people developed a cooperative way of life that helped both communities to thrive and live in peace.

Ruth Shady and other archaeologists still work at Caral-Supe today. They keep finding new surprises. Long ago, people noticed there was almost no art or decoration on the giant structures. But a research team recently found dozens of flutes made from pelican bones inside one of the buildings. (Pelicans are a type of large water bird.) These ancient flutes are evidence that this society enjoyed music.

There are no signs of a written language at Caral-Supe. But researchers did uncover an artifact they think is a *quipu*: a cluster of strings tied with knots. Quipus were used by much later South American societies to communicate and keep records. Ruth Shady believes that the ancient people of Caral-Supe invented this system for preserving knowledge, but not all archaeologists agree with her.



An Inca quipu. Image by Claus Ableiter via Wikimedia Commons, CC BY-SA 3.0.

As far as the missing pottery, researchers eventually learned that the people of Caral-Supe used large dried pumpkins or gourds instead of pottery to contain seeds and store food.

All of these discoveries have helped to reconstruct the daily life of a South American civilization that is as old as ancient Egypt.

Text sources:

- "[First City in the New World?](#)," *Smithsonian Magazine*, August 2002.
- "[Norte Chico civilization](#)," *The New World Encyclopedia*.
- Hirst, K. Kris. 2019. "[The Norte Chico Civilization of South America](#)." ThoughtCo. March 3.

Directions: After reading, use this chart to organize your ideas. Under the correct heading, write a summary of each sentence you underlined.

Organizing people to solve a problem	Using a natural resource to improve or enhance daily life

Name: _____ Date: _____

Olmec Background

Directions: As you hear about each topic from your peers, record your learnings under each question below.

What religious beliefs did the Olmec people have? How does this connect to natural resources?

How did the Olmec people pass along knowledge? How does this connect to natural resources?

What did the Olmec people do for recreation? How does this connect to natural resources?

How did the Olmec people feed their community? How does this connect to natural resources?

What skills and technologies were developed by the Olmec people? How does this connect to natural resources?

What forms of art were created by the Olmec people? How does this connect to natural resources?

Name: _____ Date: _____

Olmec Innovation Research

Part 1: Understanding Sources

Directions: Engage in the Investigating Sources routine by answering questions for each source based on what you observe and read. Then connect your findings with the Supporting Question.

Source 1: Mesoamerican people perfected details of rubber processing more than 3,000 years ago. (Phys.org)

Observe: Scan the article. Then answer the questions below.

1. Who made the source, and when?

Read: Closely read the text. Then answer the question below.

2. Does this source mostly present facts or opinions? Explain your reasoning.

Source 2: Ancient Agrarian Societies: The Olmec and Chavín (OER Project)

Observe: Scan the article. Then answer the questions below.

1. Who made the source?

Read: Closely read the text. Then answer the question below.

2. Does this source mostly present facts or opinions? Explain your reasoning.

Source 3: Olmec (Britannica Online)

Observe: Scan the article. Then answer the questions below.

1. Who made the source?

Read: Closely read the text. Then answer the question below.

2. Does this source mostly present facts or opinions? Explain your reasoning.

Connect: Think about all three sources that you read, and answer the question below.

- Which source about the Olmec people is most useful and reliable to help us answer the Cluster 2 Supporting Question? Explain your reasoning.

Cluster 2 Supporting Question: *How did early complex societies in the Americas solve problems using natural resources?*

Part 2: Research

Directions: Using the Investigating Sources routine, observe and read each source again, recording information to help answer the research question below.

- **Research Question:** What challenges did the Olmec face in daily life, and how did rubber help them solve problems and create new opportunities?

Source 1: Mesoamerican people perfected details of rubber processing more than 3,000 years ago. (Phys.org)

Observe What document features are there? (Type of document, photographs, maps)	Read How did the Olmec use rubber? (Direct quote, summary in your own words)

Source 2: Ancient Agrarian Societies: The Olmec and Chavín (OER Project)

Observe What document features are there? (Type of document, photographs, maps)	Read How did the Olmec use rubber? (Direct quote, summary in your own words)

Source 3: Olmec (Britannica Online)

Observe What document features are there? (Type of document, photographs, maps)	Read How did the Olmec use rubber? (Direct quote, summary in your own words)

Part 3: Connect

Directions: Now that you've investigated all three sources, answer the question below.

How did the Olmec people's use of rubber help them solve problems or create new opportunities in their society?

Name: _____ Date: _____

Cluster 2 Formative Assessment Task

Part 1: Identifying Relevant Sources

Directions: Look back at the sources you used during your research on the ancient complex societies of Caral-Supe and the Olmec. Use these articles and handouts to help you respond to the questions below.

Article: "Old Society, New Discoveries"	Student handout: Comparing Diets of Three Ancient Societies	Phys.org article: "Mesoamerican people perfected details of rubber processing more than 3,000 years ago."	OER Project article: "Ancient Agrarian Societies: The Olmec and Chavín"	Britannica Kids article: "Olmec"
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1. What is one example from your research that shows how either the Caral-Supe or the Olmec used natural resources in creative or useful ways? (Use a quote or describe key details from a source.)

2. What source did you reference to answer the question above? (Write the title or author of the source.)

3. Was this source a primary or secondary source? How do you know?

4. Who created this source? What do you know about them? (Think about their background or expertise.)

5. When and where was this source created? (Include the date and place if available.)

6. Who was the intended audience for this source? How can you tell?

7. Did the source mostly present facts or opinions? Give one example.

8. Do you think this is a credible (trustworthy) source? Why or why not?
(Use what you wrote above to explain your thinking.)

Part 2: Making a Claim Using Evidence

Directions: Answer the following question as you reference your class notes. Use the space below to:

- Make a claim
- Support your claim with evidence
- Explain why it matters

How did ancient complex societies in the Americas use natural resources to solve problems or meet their needs? Why were these innovations important?

Name: _____ Date: _____

Unit 4, Cluster 3 Inquiry Chart

Unit EQ	How do the spaces and places people build represent their values?
Cluster SQ	How did the Teotihuacan society shape their land and buildings to match their culture?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 10: We located major Mesoamerican civilizations in time and place, exploring how Teotihuacan's geography and architecture reflect cultural values.	
Lesson 11: We researched how the features of the ancient city of Teotihuacan reveal its people's values and beliefs.	
Lesson 12: We evaluated how features of Mesoamerican cities reflected cultural beliefs and values by analyzing visuals and video evidence from Teotihuacan.	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 13: We analyzed how Teotihuacan influenced neighboring societies through trade and cultural exchange and practiced effective note-taking strategies.	

Name: _____ Date: _____

The Rise of Teotihuacan

Part 1 Directions: Take turns reading the article aloud (round-robin style) with your group. As you read, highlight any superlative words or phrases you find. After reading through the article once, reflect on the sources that help us better understand what life looked like in Teotihuacan.

Why Was Teotihuacan the Most Important Ancient Mesoamerican City?

by Michael E. Smith, Arizona State University

(adapted by Primary Source from "[Teotihuacan, Ancient Mesoamerican Metropolis](#)" and used with permission)



View down the Avenue of the Dead, from the Pyramid of the Moon. Image by Johannes Kruse via flickr, CC BY 2.0.

Five reasons Teotihuacan is the most important ancient city of the Americas:

1. Teotihuacan was one of the earliest cities in the New World.

Teotihuacan ("Teo" for short) was an early city in central Mexico, certainly the earliest large city in the region. Teo was founded several centuries before the Common Era. It reached its height between about 200 and 600 CE.

2. Teotihuacan was one of the largest cities in the world.

Teotihuacan's population is estimated at around 100,000 residents. They lived in an urban area larger than 12 square miles. During Teo's early period, Constantinople had over 400,000

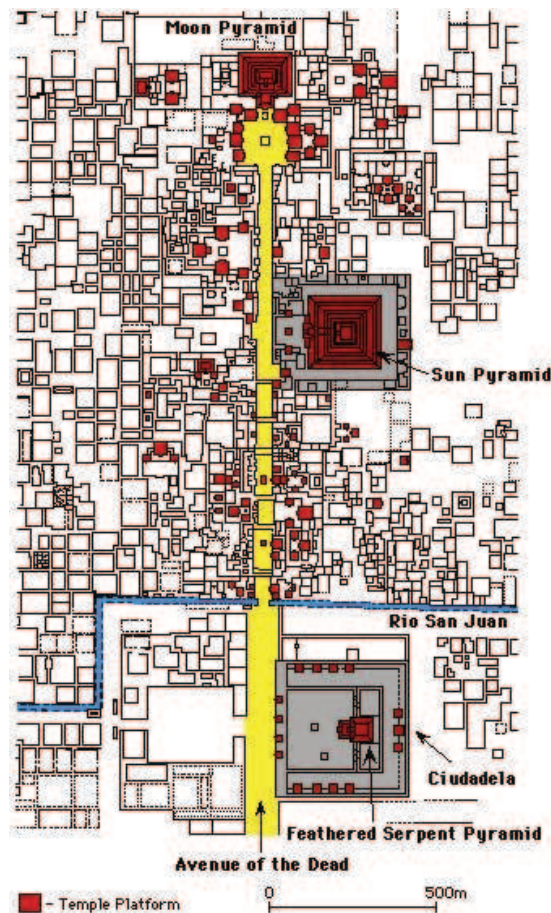
residents. By the end of Teo's height, Chang'an in China had that many people or more. Teotihuacan was not far behind, and it was clearly the largest city in the Americas.

3. Teotihuacan was the most extensively planned ancient city in the New World.

After an initial period of settlement, the city was rebuilt following an orthogonal grid plan. (Orthogonal means having lines that are perpendicular or form right angles.) Nearly every one of the several thousand buildings was lined up with the north-south alignment of the "Avenue of the Dead" (in yellow on the map). The grid layout of Teo suggests that its rulers had considerable control and power to enforce their will. They destroyed irrigated farmland for urban development and made all buildings conform to the main grid. Urban planning in ancient cities can be measured by the degree of coordination among buildings and spaces (very high at Teo). It can also be measured by the area to which the planning is applied (again, large at Teo).



Map of Teotihuacan. Image courtesy of the Teotihuacan Mapping Project ([downloadable Teotihuacan Map](#))



Teotihuacan: Reconstruction of Central Zone

Drawing by Mike Ritchie and Kumiiko Sugiyama
after Millon 1973; Millon, Drewitt, and Cowgill 1973

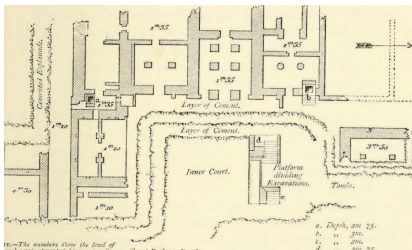
Map of Teotihuacan layout. Image by Rene Millon via Wikimedia Commons, CC BY-SA 4.0.

Teotihuacan looked more like a modern city than other ancient cities did. Of course, cities from the past should not be judged by comparing them to modern-day cities. But it is striking how much Teotihuacan looks like a modern city. The major features that the city shares with US grid-planned cities include its use of orthogonal grid planning and its large size. Another feature it shares with modern cities is its overall spatial pattern. In most modern cities, civic buildings are in the center, and low-rise residences spread out for miles. Buildings were organized in a similar way in Teo.



Boston aerial view. Image by Timothy Jarrett via flickr, CC BY-SA 2.0.

4. Teotihuacan was the setting for a radical social experiment.



The ancient cities of the New World Image by Internet Archive Book Images via Wikimedia Commons, no known copyright restrictions



Atetelco White Court Image by Ymblanter via Wikimedia Commons, CC BY-SA 4.0

Teotihuacan stands out as radically different from most Mesoamerican cities. The housing, in the form of large multifamily apartment compounds, is unusual in two ways. One, it is highly standardized. And two, each family's house is much larger and more luxurious than in other cities. The walls are plastered and painted with colorful fresco murals of gods and rituals (using the same methods used much later by Michelangelo to paint the walls of Rome's Sistine Chapel). Also, it appears that Teotihuacan was ruled by a council of some sort and not by a powerful king. There are no sculptures or paintings of their faces. Archaeologists are not even sure which building was the royal palace.

5. Teotihuacan's trading and conquests affected much of Mesoamerica.

The foreign influence of Teotihuacan was the greatest of any Mesoamerican city. First, Teo was the capital of a small empire that conquered much of central Mexico. Teo engaged in trade with most of the known parts of Mesoamerica. Its merchants or officials controlled the major obsidian* quarries near Pachuca, and the distinctive green-tinted Pachuca obsidian was traded by Teotihuacan merchants to the Maya region and beyond.



Pachuca obsidian blade. Image courtesy of NOAA-OER.

And then another kind of Teo influence—architecture and royal styles—also spread throughout Mesoamerica, including to the Maya realm. Teo's style was the "in" style of its period. Kings all over Mesoamerica built temples in the distinctive Teo style, and Teotihuacan royal costume elements became the rage among Maya kings. No Aztec empire, trade, or stylistic influence spread nearly so far as that of Teotihuacan.



Talud-tablero style temple. Image by Steven Newton via Wikimedia Commons, CC BY 2.0.

*a black or green glass-like rock that comes from the cooled lava of volcanoes

Part 2 Directions: Imagine you are a historian studying the city of Teotihuacan in depth. Evaluate the list of sources in the chart below. Identify primary and secondary sources that could help someone learn more about Teotihuacan, and explain what specific information it could provide for your research. Use the example to guide your work.

Then reflect on the analysis question below the chart.

Source	Type of source (primary or secondary)	Information provided about life in Teotihuacan
<i>Example:</i> The article "Why Was Teotihuacan the Most Important Ancient Mesoamerican City?" written by Michael E. Smith	secondary	Summarizes expert knowledge and research about various aspects of life in Teotihuacan
A fresco mural found inside an apartment compound		
A textbook chapter on Mesoamerican civilizations		
Ruins of a multifamily apartment compound		
Archaeological remains of obsidian tools		
A documentary video about Teotihuacan		
City layout and orthogonal grid remains		

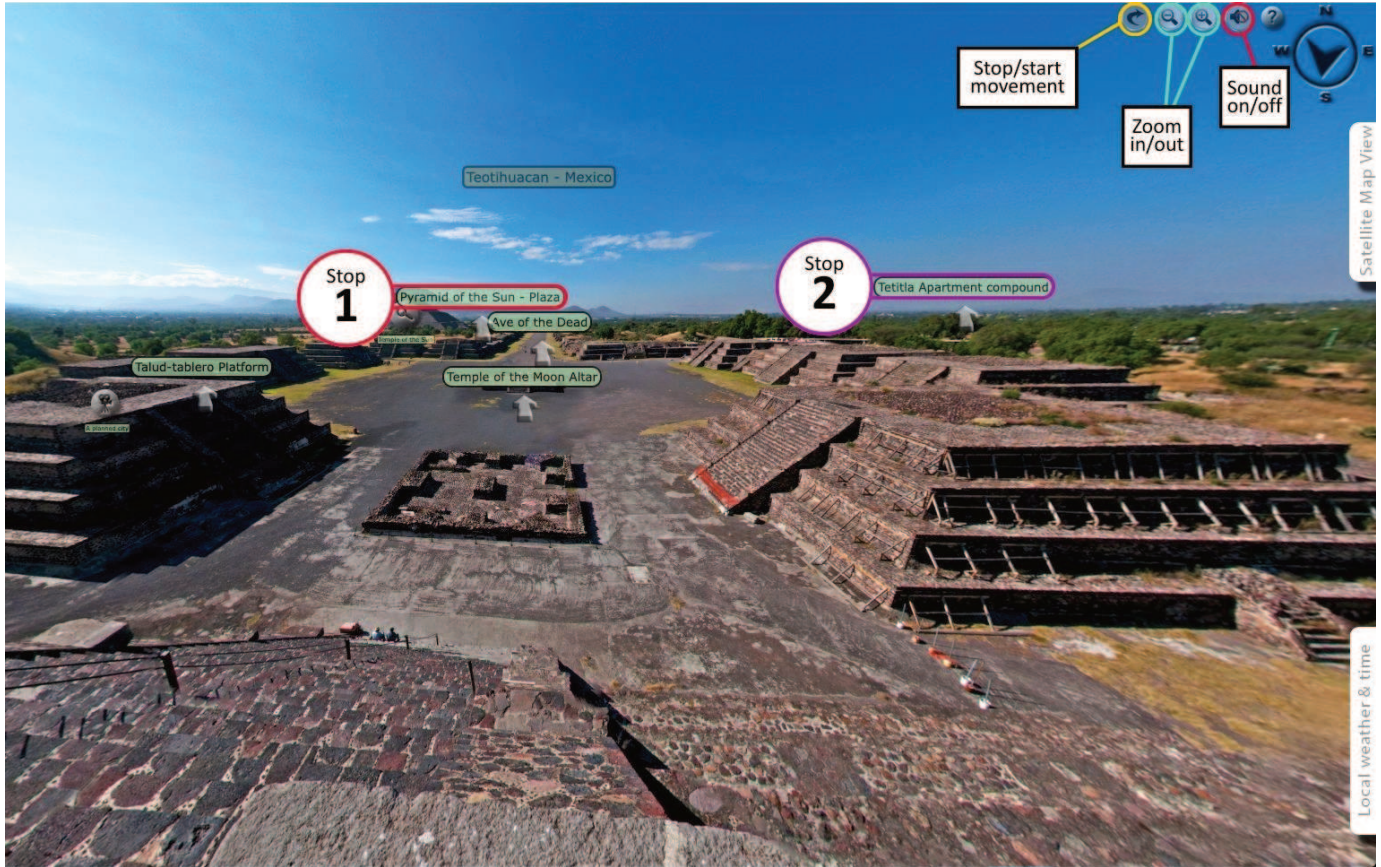
Which type of source do you think is more reliable when trying to understand life in Teotihuacan? Why is it helpful to study a mix of primary and secondary sources?

Name: _____

Date: _____

Virtual Field Trip to Teotihuacan

Directions: Tour the ancient site by visiting Stops 1 and 2. Then answer the questions below.



Screenshot of Teotihuacan from Virtual Field Trip by Arizona State University.

Navigation tips:

- Click “Start Trip” to make the white box disappear.
- The arrows or green place labels advance you to that location.
- Once at a location, you can zoom, click on things, and rotate. You can click and drag to change your viewpoint.
- When you click on pictures or videos, the Media box will open. To close it, click the green “Media” tab at the top.

Finding Evidence of Teotihuacan Values and Beliefs

Directions: Visit the two stops. Look around and watch the specified videos. While at each stop, answer the questions below.

Stop 1: Pyramid of the Sun

Click on the “Pyramid of the Sun - Plaza.” Look around the ancient city from the platform.

What features do you see?

Climb up the massive structure and briefly look around at each level (“Base” - “Lower” - “Top” of Sun Pyramid). Then open the media folder “City layout” (found at the top of the Sun Pyramid) and watch the videos “City layout and view” and “grid system.”

How did they structure the city? What role did the sun play in structuring the city?

What do the structures and spaces you see suggest about the beliefs or values of the Teotihuacan people?

How does this site help you answer the Supporting Question: *How did the Teotihuacan society shape their land and buildings to match their culture?*

Stop 2: Tetitla Apartment Compound

Explore the outside: Click on “Close up images” and browse a series of images of murals. Then watch the “Interpreting murals” video.

What features do you see? What did you learn?

Explore the inside: Click on “Compound activities” and watch the “Activities in the Compound” video.

What are some examples of activities completed in the compounds?

What does the housing and artwork (murals) show us that the Teotihuacan people believed and valued?

How does this site help you answer the Supporting Question: *How did the Teotihuacan society shape their land and buildings to match their culture?*

Name: _____ Date: _____

Long Distance Trade in the Americas

Directions: Follow the prompts below as you read the OER article, “Long-Distance Trade in the Americas,” to engage in the Investigating Sources routine.

Observe: Scan the article. Then answer the questions below.

1. What kind of source is this? How do you know?

2. Who is the maker and writer?

Read: Closely read the text. Then answer the question below.

3. Were there primarily facts or opinions included in the text? Give one example, and explain how you know.

Connect: Think about what you read, and answer the question below.

4. What information can this source provide that will help you answer the Cluster 3 Supporting Question?

Cluster 3 Supporting Question: *How did the Teotihuacan society shape their land and buildings to match their culture?*

Name: _____ Date: _____

Cluster 3 Formative Assessment Task

Directions: Review the materials from each resource listed below that you used in Cluster 3. Then answer the questions. Be sure to cite specific information (such as date, place of origin, purpose, point of view, and intended audience) in your responses.

Cluster 3 Resources			
Mural analysis and secondary background information from the The Rise of Teotihuacan handout	Visual and video sources from the Virtual Field Trip to Teotihuacan handout	Excerpts and visuals used in the Video Research Assignment handout	Maps, artifacts, and source descriptions from the “Long-Distance Trade in the Americas” OER article

Part 1: Architecture and Belief Systems

1. If someone wanted to learn about how Teotihuacan society shaped their buildings to reflect spiritual or religious beliefs, which resource would you recommend? Why?

Be sure to include the type of resource (primary or secondary), its creator, origin, and intended audience.

2. What is one thing they could learn from this resource about the relationship between architecture and belief in Teotihuacan society?

Part 2: City Design and Social Organization

- 1. If someone wanted to learn about how Teotihuacan society organized its cities to reflect their culture, which resource would you recommend? Why?

Be sure to evaluate its reliability. Consider whether the information is fact or opinion, who made it, and when it was made.

- 2. What is one thing they could learn from this resource about the connection between city layout and social or political organization in Teotihuacan society?

Name: _____ Date: _____

Unit 4, Cluster 4 Inquiry Chart

Unit EQ	How do the spaces and places people build represent their values?
Cluster SQ	How did Maya rituals and practices showcase their beliefs?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 15: We identified major features of past and present Maya society using an interactive website in order to engage in inquiry about Maya beliefs and values.	
Lesson 16: We studied Maya beliefs and practices using visual and textual sources to make inferences about how rituals reflected their values and responses to challenges.	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 17: We analyzed a Maya creation myth to identify connections between mythology, nature, geography, and spiritual values.	
Lesson 18: We analyzed how and why the ancient Maya observed celestial phenomena by explaining the cultural significance of skywatching in Maya society.	
Lesson 19: We used sources to identify how the Maya ball game reflected and reinforced values and beliefs.	
Lesson 20: We evaluated how Maya rulers lived and ruled by analyzing ancient murals and comparing their roles and power to rulers in Egypt and Mesopotamia.	

Name: _____

Date: _____

Lessons 15–20 Glossary

Directions: As you read and interact with resources in this cluster, you can refer to this glossary to help you with the definitions.

alignment: being arranged in a line

astronomy/astronomical: scientific study of stars, planets, other objects in space

axis: the imaginary straight line that something (such as the Earth) turns around

bloodletting: causing someone to bleed as part of a religious ceremony

calligraphy/calligraphic: fancy writing

Ceiba tree: rainforest tree that represents the sacred “World Tree” to the Maya; connects the underworld (roots), middle world of humans (trunk), and upper world (canopy and branches)

celestial: relating to the sky or heavens

ceramic: made of clay that has been heated to harden

Chac or Chaac: Maya rain god

cinta: belt (in Spanish)

cofradia: a Catholic religious brotherhood that takes care of religious images and ceremonies

commissioned: requested and paid for

condiment: something added to food for flavor (like salt)

copal: traditional Maya incense (burned for nice smell, part of rituals)

cosmos/cosmology/cosmological/cosmic: relating to the universe and its order

crypt: room where someone is buried

cyclical: happening again and again in the same order; happening in cycles

dynasty/dynastic: family of rulers who rule a place for a long time

equinox: the two times in the year with equal daylight and darkness, one in late March and one in late September

fertile: good for growing things

foliage: plant leaves

frieze: a decorated part of an outside wall, usually with sculpture

funerary: relating to a funeral or burial

hieroglyph (glyph): written character that looks like a picture (Maya form of writing)

horizon: the line where the earth or sea seems to meet the sky

huipil (huipiles): a traditional blouse worn by Maya women

icon: a symbol or religious image

inscription: words written or cut into a surface

labyrinth: maze

limestone: type of white stone commonly used in building

metate: stone on which corn or grain is ground

milpa: small field in which crops are grown

monolith: large stone, often put in place as a monument or for religious reasons

monument/monumental: an important and often very large building or place

mortar: substance spread between stones to hold them together

observatory: place for watching skies

portal: doorway

regalia: special clothes and decorations for ceremonies

sacbe (sac be'o'ob): road

sarcophagus: tomb

solar: relating to the sun

solstice: the times in the year with the greatest amount of daylight (late June) and the least amount of daylight (late December)

soothsayer: someone who predicts the future

stele or stelae: decorated stone slab(s) put up to remember someone or something

textile: fabric, cloth (often woven)

thermal springs: hot water flowing out of the ground

vendor: person who sells things

venerate: to show deep respect for someone great or holy

verdant: green with growing plants

zenith: point when the sun is at its highest in the sky

zenith passage: pathway the sun takes on days it appears directly overhead and casts no shadows

Name: _____ Date: _____

The Maya World Note Catcher

Directions: Visit the Smithsonian website, *The Maya World*. Follow the steps below, recording notes in each Graphic Organizer.

Step 1: Visit one archaeological site and one current town.

Choose one site:

- Copán (Coh-PAHN)
- Quiriguá (keed-ee-GWA)
- Tikal (tee-KAHL)
- Palenque (pah-LEHN-kay)
- Uxmal (oosh-MAHL)
- Chichén Itzá (Chee-CHEN Eet-ZAH)

Site name	Observations What do you notice about the structures and spaces they built and the environment around them?	Observations What do you notice about something they made or did? (physical details, size, location, decorations, materials, etc.)	Inferences What do these observations say about what they valued or cared about?

- Choose one town:
- Zunil
 - Zinacantán
 - Santa Elena & San Simón
 - Chichicastenango

Town name	Observations What do you notice about the structures and spaces they built and the environment around them?	Observations What do you notice about something they made or did? (physical details, size, location, decorations, materials, etc.)	Inferences What do these observations say about what they valued or cared about?

Step 2: Reflect on challenges faced by the Maya and their beliefs.

Describe one challenge faced by the Maya population and a related belief or belief system that may have developed as a result.

Step 3: Generate two questions about these places and their cultural practices.

What else do you wonder about? What makes you most curious?

1.

2.

Name: _____ Date: _____



Lesson 16 Exit Ticket

Directions: Respond to the question below. You can use your The Maya World Note Catcher to support your response.

Based on what we explored today, what is one belief or value the Maya held that helped them respond to a challenge?

Name: _____ Date: _____

Creation Myth Analysis

Directions: As you engage in the Investigating Sources routine and read the “Creation Story of the Maya,” answer the prompts below.

Observe: Scan the text.

1. What kind of source is this: primary or secondary? How do you know?

2. What about this source might be helpful in understanding the Supporting Question:
How did Maya rituals and practices showcase their beliefs?

Read: Read the text closely.

3. What Maya rituals or practices are included in the text?

4. What purpose might this text have?

Connect: Think about how the text connects to the Supporting Question.

5. *How did Maya rituals and practices showcase their beliefs?* Be sure to cite specific information from the text.

Name: _____

Date: _____



Lesson 19 Exit Ticket

Directions: Answer the two questions below to show what you learned about the Maya ball game. Use what you read, viewed, or discussed in class.

1. What is one thing you learned about how the Maya ball game reflected or reinforced Maya values or beliefs?

2. Which source helped you learn this? Why was it helpful? (Check one, and explain why it helped you understand.)

- Penn Museum article
- Google Arts & Culture interactive
- Another source:

Explain why this source was helpful:

Name: _____ Date: _____

Maya Rulers of Bonampak

Directions: As you visit the four stations of Maya ancient murals, follow the steps below to engage in the Investigating Sources routine.

Observe: Look closely at the image.

Ask yourself the following questions as you visit each station:

- What do I notice right away?
- Who created this mural? When might it have been made? Who was it for?
- What are people doing, wearing, or holding?
- What objects or symbols stand out?
- What does the setting tell me?

Station 1: Relations with Neighbors

Station 2: War

Station 3: Orchestra and Dancers

Station 4: Royal Dance Ceremony

Read: Read the captions and descriptions included with each mural.

Ask yourself the following questions as you visit each station:

- What's happening in this scene? What rituals or cultural practices are being shown?
- What does this mural suggest about Maya beliefs, society, or leadership?
- What can I infer about the challenges or opportunities the Maya faced?

Station 1: Relations with Neighbors

Station 2: War

Station 3: Orchestra and Dancers

Station 4: Royal Dance Ceremony

Connect: How do these sources help you answer the Supporting Question: *How did Maya rituals and practices showcase their beliefs?* Be sure to cite specific evidence or examples from the murals you just studied.

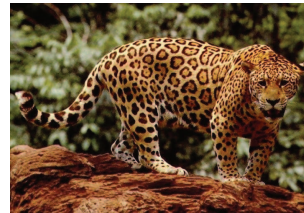
Name: _____

Date: _____

Extension: Origins and Purposes of Trade Products

Directions: For each image, write the letter of the product's origin and its purpose for the Maya.

**Jade**

**Jaguar pelts**

**Finely woven cloth**

**Honey**

**Quetzal and other feathers**

**Spiny oyster (Spondylus) and other shells**

**Cacao pods and beans (chocolate)**

**Obsidian**

- A.** Grown mainly in Guatemala, the pods were dried, and the beans were traded throughout Mesoamerica and used as a sort of currency. Since it is obviously very expensive to eat money, only rulers could afford to drink the frothy chocolate beverages.
- B.** A hard stone carved to make jewelry and religious offerings for nobles. The main source was the Motagua River in Guatemala (near the city of Quiriguá).
- C.** Traded, worn, and used in rituals by rulers and nobles, the Maya especially loved these colorful sea products found in only one spot on the Pacific coast of Mexico. Marine items have been found far inland, including conches for trumpets and many types for jewelry and decorations.
- D.** This is found wherever there are bees. It may have been something only noble families were allowed to produce and then traded directly from one ruling family to another.
- E.** Used to make costumes for rituals, these came from birds living in the “cloud forests” of the Guatemalan highlands. Other valued bird species lived across the Maya region.
- F.** Created all over the Maya world from cotton, only the most skilled weavers could create the wonderful products desired by rulers (and often given as tribute, as shown here).
- G.** Found only in certain places in volcanic regions of the Sierra Madre mountains of Mexico and Guatemala, and near Teotihuacan, this hard material was used for weapons, body decorations, and rituals.
- H.** These striking animal products were used to make ritual wear. The animals live in the jungles and forests of Mexico, Guatemala, Belize, and Honduras. They are shy, nocturnal, and very fierce.

Text source: Adapted by Primary Source from [Empire - A Game of Maya Trade and Conquest](#), created by Jessica A. Deckard for the Middle American Research Institute & the Stone Center for Latin American Studies at Tulane University, 2002, pp 9 & 11.

Image sources:

Left to right, top to bottom:

- Jade head ornament. Image by Cleveland Museum of Art via Wikimedia Commons, CC0 1.0.
- Standing jaguar. Image by USFWS via Wikimedia Commons is in the public domain.
- Cylinder vase (rollout view). Image © Museum of Fine Arts, Boston.
- Close up of capped and uncapped honeycomb. Image by Einebillion via Wikimedia Commons, CC BY 4.0.
- Resplendent quetzal. Image by Charlie Jackson via Wikimedia Commons, CC BY 2.0.
- Spondylus crassisquama. Image by Kevin Walsh via Wikimedia Commons, CC BY 2.0.
- Cacao pods. Image by Medicaster via Wikimedia Commons is in the public domain.
- Obsidian spearheads from Palenque. Image by Simon Burchell via Wikimedia Commons, CC BY-SA 3.0.

Name: _____

Date: _____

Cluster 4 Formative Assessment Task

Part 1: Match a Ritual or Practice with a Belief and Challenge

Directions: Choose one example from each column below that you studied. You'll explain how they connect in Part 2.

Ritual or Practice	Belief	Challenge
- Bloodletting rituals - Calendar ceremonies - Murals and carvings - Temple building - Offerings/sacrifices to gods	- Gods control nature. - Celestial events shape human destiny. - Kings are sacred intermediaries. - Life is connected to the cosmos. - Balance must be kept in the world.	- Drought and crop failure - Predicting weather or harvest - Maintaining leadership and order - Harsh geography and dense jungle - Conflict with rival city-states

Part 2: Explain the Connections

Directions: Answer the questions below to show the connections between your choices.

1. What ritual or practice did you choose? What was it, and what did it look like or involve?

2. What belief was connected to this ritual or practice? What did the Maya believe, and why?

3. What challenge did the Maya face that this ritual or belief helped address?

Part 3: Final Reflection

Directions: Answer the Supporting Question using your match above: *How did Maya rituals and practices showcase their beliefs?* Use specific examples from your chart and explanation.

Name: _____ Date: _____

Unit 4, Cluster 5 Inquiry Chart

Unit EQ	How do the spaces and places people build represent their values?
Cluster SQ	How did migration and geography shape the unique cultures of the ancient Caribbean?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 22: We analyzed Taíno artifacts in a Gallery Walk to explore how geography and migration shaped ancient Caribbean cultures.	
Lesson 23: We explored sources to understand how migration and geography shaped Taíno culture and daily life.	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 24: We learned how Taíno culture survives today by analyzing a video and discussing how traditions like music, farming, and language continue to shape identity in the Caribbean.	

Name: _____ Date: _____

Gallery Walk Note Catcher

Directions: As you participate in the Gallery Walk, examine each artifact carefully. For each artifact, record your observations (what you see directly) and your inferences (what you think the artifact might tell us about how people lived in the ancient Caribbean).

Artifact	Observations What do you see?	Inferences What might this object tell us about how people lived? How do you think geography (islands, water, landforms) might be related?
1		
2		
3		
4		

Name: _____ Date: _____

Taino Note Catcher

Part 1 Directions: Use the Taíno History, Beliefs, and Way of Life Student Slide Deck to help you learn about Taíno history, beliefs, and ways of life. As you read and analyze a series of sources, collect evidence and information in the Graphic Organizer below.

- **Observe:** Scan the source and take notes on the type (primary or secondary) and any document features.
- **Read:** Read closely and record notes on the main ideas of the text. Be sure to look at any included images for more information.

Topic # and name	Observe: Take notes on the type of source and document features.	Read: Take notes on the main ideas.
1. Origins		
2. Technology		
3. Villages, homes, and daily life		
4. Government and leadership		

Topic # and name	Observe: Take notes on the type of source and document features.	Read: Take notes on the main ideas.
5. Batey and play		
6. Beliefs and stories		

Part 2 Directions: Review your notes from each section above and use them to connect your learnings to the Supporting Question.

Topic # and name	Connect: What do these sources reveal about how migration or geography shaped Taíno culture?
1. Origins	
2. Technology	
3. Villages, homes, and daily life	
4. Government and leadership	
5. Batey and play	
6. Beliefs and stories	

Name: _____ Date: _____

Taíno Words: Clues to the Past

Directions: For each Taíno word, write your guess for what it means in English. Match up the words and pictures on the cards to determine the actual English words. Then explain what the word tells us about where or how the Taíno people lived in the ancient past.

barbacoa

English meaning guess:

Actual English meaning:

What this word might tell us about the Taino in the ancient past:

bohio

English meaning guess:

Actual English meaning:

What this word might tell us about the Taino in the ancient past:

cacique

English meaning guess:

Actual English meaning:

What this word might tell us about the Taino in the ancient past:

canoa

English meaning guess:

Actual English meaning:

What this word might tell us about the Taino in the ancient past:

hamaca

English meaning guess:

Actual English meaning:

What this word might tell us about the Taino in the ancient past:

hurucán

English meaning guess:

Actual English meaning:

What this word might tell us about the Taino in the ancient past:

iguana

English meaning guess:

Actual English meaning:

What this word might tell us about the Taino in the ancient past:

mahiz

English meaning guess:

Actual English meaning:

What this word might tell us about the Taino in the ancient past:

manatí

English meaning guess:

Actual English meaning:

What this word might tell us about the Taino in the ancient past:

zavana

English meaning guess:

Actual English meaning:

What this word might tell us about the Taino in the ancient past:

Challenge question: What are some ideas you have about why or how these words became a part of English-speaking vocabulary?

Name: _____ Date: _____

Taíno Legacies Today

Part 1 Directions: As you watch Pero Like's video, "How Taíno Culture Affects Us Today," listen for important examples of how Taíno culture lives on today.

1. What did the Spanish try to take away and destroy? (2:24)

2. What Taíno cultural elements survived? (3:06)

3. Why did Irka Mateo create this video? Who is the audience, and what message is she trying to share? (5:44)

Part 2 Directions: Identify different types of sources that help us learn about the past. There are two main types of sources:

- **Primary source:** a firsthand account from the time or person involved
- **Secondary source:** a retelling or explanation by someone who was not there

Look at each item below. Decide if it is a primary source (P) or secondary source (S) by circling the correct letter.

Description of source	Is it primary (P) or secondary (S)?
A video made by Irka Mateo, who is Taína	P / S
A history textbook about the Spanish conquest	P / S
A Taíno musical performance recorded last year	P / S
An article from <i>National Geographic</i> about DNA research	P / S
An old tool made of obsidian used by the Taíno people	P / S

Part 3 Directions: Looking at the same sources, which sources would be most helpful to answer the Supporting Question: *How did migration and geography shape the unique cultures of the ancient Caribbean?*

Description of source	Would this source be helpful to understand how migration and geography shaped ancient Caribbean cultures like the Taíno? Why or why not?
A video made by Irka Mateo, who is Taína	Yes / No because...
A history textbook about the Spanish conquest	Yes / No because...
A Taíno musical performance recorded last year	Yes / No because...
An article from <i>National Geographic</i> about DNA research	Yes / No because...
An old tool made of obsidian used by the Taíno people	Yes / No because...

Name: _____

Date: _____

Cluster 5 Formative Assessment Task

Part 1: Artifact Analysis

Directions: Analyze the two images below, and answer the corresponding questions.



Taino canoe. Image by Unknown author via The Louverture Project is in the public domain.

1. What do you see in this image? Describe what the people are doing.

2. What materials do you think were used to build this?

3. Why might canoes have been important to the Taíno people who lived on islands?

4. How does this artifact connect to the migration of Indigenous people in the Caribbean?



Deity Figure (Zemí). Image courtesy of The Met is in the public domain.

1. What material is this zemí (spiritual figure) made of?

2. Why do you think the Taíno created religious or spiritual objects like this?

3. What can this artifact tell us about Taíno beliefs or daily life?

4. How might the natural resources of the Caribbean islands have influenced how this figure was made?

Part 2: Reflecting on the History Behind Artifacts

Directions: Write a paragraph response to the Supporting Question: *How did migration and geography shape the unique cultures of the ancient Caribbean?*

In your response:

- Use evidence from both artifacts (the sketching and the sandstone figure).
- Explain how the geography of the Caribbean (such as islands, ocean, and forests) and the movement of people influenced Taíno culture.
